

Green Lanes Primary School

Anti-Bullying Policy



*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes primary school, Independent and resilient learners for life.*

Signed by	Green Lanes Governing Body
Signed by	Headteacher
Date Reviewed	Autumn 2026
Due for review	Autumn 2027

Policy on Bullying and Harassment

Defining bullying

While there is no single definition of bullying, the Department for Education provides the following guidance:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. “([DfE Preventing and Tackling Bullying July 2017](#)) It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2026 and “Sexual violence and sexual harassment between children in schools and colleges” guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

Most definitions include the following dimensions:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical
- verbal
- emotional / social
- cyber

Anyone can practice bullying behaviours / be a bully. Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person’s self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time. Instances of bullying tend to have the following common characteristics:

- Repetitive and persistent. Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- Intentionally harmful. The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- Involves an imbalance of power. Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying

crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the child protection policy).

We recognise that there are levels of bullying. It can take many forms, but the main types are:

- Physical - for example, hitting, kicking, theft
- Verbal – for example, racist, sexist or homophobic remarks, threats, name-calling
- Emotional / Social - for example, isolating an individual from the activities and social acceptance of their peer group
- Cyber – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites.

THE SIGNS OF BULLYING

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible. The following physical and behavioural signs have been identified as possible indicators that bullying has / or is taking place. All reports from children or parents about bullying should be taken seriously and investigated:

Emotional and behavioural signs of bullying

- Changes in sleep patterns
- Changes in eating patterns
- Frequent tears or anger
- Mood swings
- Feels ill in the morning
- Becomes withdrawn or starts stammering
- Becomes aggressive and unreasonable
- Refuses to talk about what is wrong
- Begins to target siblings
- Continually 'loses' money or starts stealing.

Physical signs of bullying

- Has unexplained bruises, cuts, scratches
- Comes home with missing or damaged belongings or clothes
- Comes home hungry.
- School signs of bullying
- Doesn't want to go to school
- Changes their route to school or are frightened of walking to school
- Doesn't want to go to school on the bus/tram/train
- School grades begin to fall.

Other signs of bullying

Sometimes signs bullying can be far more hidden. They can include:

- Often alone or excluded from friendship groups at school
- A frequent target for teasing, mimicking or ridicule at school
- Unable to speak up in class and appears insecure or frightened

Bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress
2. The behaviour is repeated or results in multiple impacts on the target
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour

In their monitoring of bullying Green Lanes monitors and responds to any different outcomes for diverse individuals and groups. Under the Equalities Bill 2009 it is proposed to extend the current legal requirement to record and resolve all racist incidents to cover – disability, ethnicity and gender, age, religion and belief, and sexual orientation.

We will also try to prevent any member of the school community (adults and children) from:

- Making unkind or offensive comments about peoples' appearance or ability/disability
- Behaving in a racist, sexist or homophobic manner
- Using foul or unacceptable language
- Being rude or aggressive
- Shouting
- Using physical aggression
- Damaging property

Pupils will:

- Be involved in the development and reviewing of behaviour and anti-bullying policies and practice
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to be more assertive in resisting bullying and dealing with bullying
- Be aware of cyber bullying and how to report it

It is important that victims and witnesses of bullying should know that it is 'OK to tell' and that they will receive practical help if they do so.

Guardians/parents, carers and families have an important role to play in helping schools to deal with bullying. They should:

- Understand the seriousness and definition of the term 'bullying' and not use it for all incidents
- Discourage their children from using bullying behaviour at school, at home or elsewhere
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their child is being bullied or are bullying others
- Take an active interest in their child's school life, discuss friendships, how playtimes are spent and the journey to and from school.
- Understand that as part of normal development children will fall in and out of friendship groups as they learn the necessary social skills
- Understand that an incident at school, when related at home, may contain some omissions and embellishments and that to make an accusation based on this information before checking details with the school, could cause unwarranted distress to another child.

Governors have an important role in ensuring that this policy is regularly reviewed and operated by all the staff and that it is effective. The Governing Body should:

- Review the school's anti-bullying policy regularly

- Consult all interested parties in revising the policy as necessary

Prevention

Personal, Social, Moral and Health Education

All staff will spend time during PSHE curriculum sessions (Lessons for Life) to explain to children our anti-bullying policy. In addition, specific 'anti-bullying' focuses will take place in the curriculum, such as anti-bullying week and assemblies. Natterhub curriculum will cover and support cyber bullying.

How do we identify bullying?

Staff would look at the identifying behaviours listed in this document. Pupil, parent or staff member would report the behaviour and this would then be investigated by an SLT member. If bullying was established the definition of stage of bullying would be undertaken by the headteacher.

Guardians/parents of the bully and the bullied will be informed and asked to work cooperatively with the school.

Monitoring

Teachers will keep a log any incidences or complaints of bullying type behaviour using CPOMS an online monitoring system. All proven incidents of bullying are recorded and monitored patterns of incidents are monitored over a 12 week period initially. The record will show the date any incident occurred, the nature of the incident, a description of the incident itself, a note of the action taken and a list of people who were notified.

What happens when a complaint of bullying is made?

Stage one - a record of complaint is recorded by the class teacher. An investigation takes place establishing the factual information of the case. The investigation may be undertaken by the class teacher or member of the SLT. All parents will be informed if this process happens and the outcome of the investigation.

Stage two - if a child/children are continuing bullying behaviour or are the victim of bullying behaviour then further intervention is given involving pupil and parents, and support agencies involvement where appropriate. A meeting is held with parents of the children concerned and their behaviour discussed and support plan.

Stage three - a child may receive a fixed-term suspension if bullying is proved and after stage one and stage two intervention has not worked. For individual acts of physical/verbal aggression/abuse may also result in a fixed term suspension. Continued acts of bullying would result in expulsion from school.

Support for parents - the parents of both the victim and bully will receive support from the school in ways they can support their child. Agencies which parents can use to help support them will be provided and support offered if requested through our Family Worker.

When a bully is identified

Anyone who bullies should be made aware of the impact and consequences of their actions. Steps will be taken to repair relationships and praise the change in more appropriate behaviour. This will take place through class based PSHE sessions and individual repair and restore with either a teacher or a peer and a member of the Banksy team. Pastoral support work is also offered through Banksy who provide a range of therapeutic programs including 'Time to talk' and 'Protective behaviours'. Support will be given to the bully and the victim.

What happens if a complaint of bullying is made against a member of staff?

Please refer to the whistleblowing policy for guidance.

Supporting Members of staff

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff, whether by pupils, parents or other staff members, is unacceptable.

Staff members who have been bullied or affected by aggressive or intimidating behaviour will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying/behaviour as evidence and discuss how to respond to future concerns. Screen shots will be recommended for cyber bullying.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online also recording and reporting this to the headteacher.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures. The school would also consider banning from site any adult that was aggressive, abusive or intimidating to others.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.
- If there is evidence of intimidating behaviour towards the headteacher then the chair of governors would support the headteacher in addressing this.
- The school would also record the type of bullying and follow the discrimination law and Equality in the workplace act 2010 including the 9 protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex.